43rd YEAR OF PUBLICATION

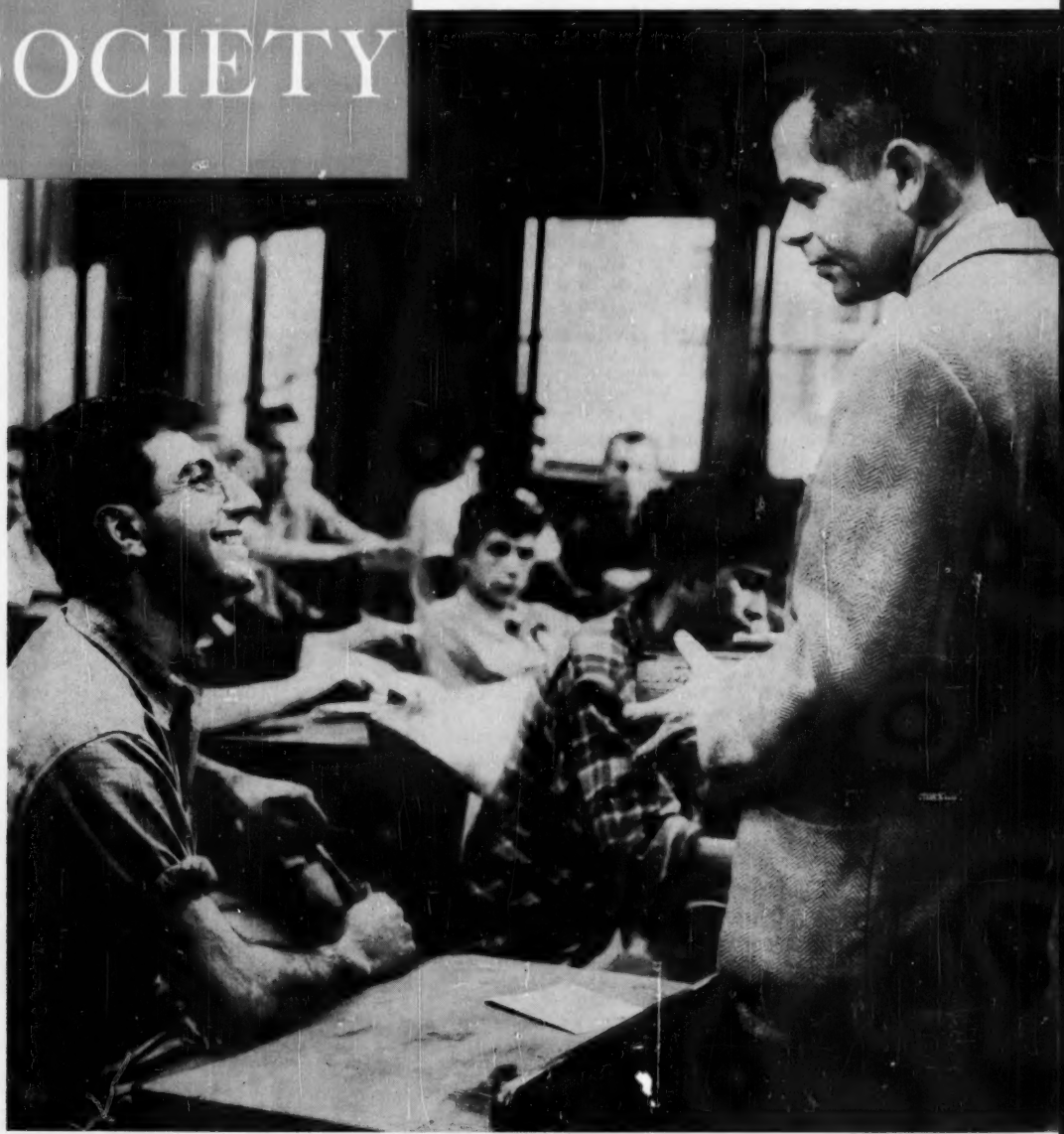
SCHOOL AND SOCIETY

A SCIENCE OF PRISON MANAGEMENT

THEOLOGY, SCIENCE, PHILOSOPHY IN TEACHING DEMOCRATIC BEHAVIOR

SCIENCE INTEREST IS BORN

February 16, 1957



"Blackboard Jungle": Distorted Impression in Germany and Austria (See Reports)

Educational Ticker Tape

If additional, detailed information is desired concerning news items in this column, write to SCHOOL AND SOCIETY'S Information Service, enclosing 25 cents for each item requested.

Thirty educators from 13 Indian universities will arrive in the U. S. this month for a study of general education in the following institutions: Harvard, Kansas State College, Massachusetts Institute of Technology, Oberlin, and Universities of Chicago, Florida, Minnesota, Pennsylvania, Rochester, and Wisconsin. The U. S., in turn, will send 10 representatives of the host institutions for a visit to India . . . **Ohio State University** has initiated a long-term project aimed at the expansion of its College of Dentistry as a graduate research and teacher training center . . . **TV acting and writing** have become part of the duties of the University of Pittsburgh history department faculty. Scripts are written for a series of programs, "Great Moments in American History," that began in Dec. as a public service feature of Pittsburgh station KDKA-TV. The professors and instructors also portray the main characters in the dramatic presentations . . . **The University of Akron** (Ohio) has launched a graduate program this month leading to the master's degree in engineering. A $15,000 annual grant from Goodyear Aircraft Corp. and Goodyear Tire & Rubber Co. has made this program possible.

Operations Research—scientific theories employed in industrial operations—is offered as a two-hour graduate course by Wayne State University's School of Business Administration . . . **The University of Bridgeport** (Conn.) now has a program leading to the M.S. in education with a major in physical education . . . **The new Institute of African Affairs,** Duquesne University (Pittsburgh, Pa.), where, for the first time in the U.S., students may qualify for B.A. and M.A. degrees in African affairs, will open this Sept. under the direction of the Rev. Francis M. Philben, C.S. Sp. . . . **Ohio Northern University** (Ada, Ohio) has become the recipient of the first "quality advancement grant" of $25,000 to be made by the American College Fund, which was established last spring to serve as a depository for donations from corporations, foundations, and individuals interested in providing assistance to colleges. The "quality advancement" program, launched through an initial grant of the U. S. Steel Foundation, is designed to aid colleges that need to overcome only minor deficiencies in order to obtain full recognition by their regional accrediting associations . . . **The Association of American Colleges** has accepted the University of Nevada for membership in recognition of the quality of its liberal arts program.

As a memorial to Jacob G. Schurman, president of Cornell University from 1892-1920 and ambassador to Germany from 1925-30, Heidelberg University has established a scholarship for Cornell students. The Schurman Scholarship will continue for 10 years and enable one Cornell student each year to study at the German institution . . . **Fellowships in Middle East Studies** ($1,000 and $600 each) are open to U. S. and foreign students who wish to train as specialists in this area and propose to

(*Continued on page* 61)

SCHOOL AND SOCIETY

FEBRUARY 16, 1957

Volume 85 **Number 2105**

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The actor, Glenn Ford, plays the role of a teacher in a scene from the motion picture, "Blackboard Jungle."
Metro-Goldwyn-Mayer

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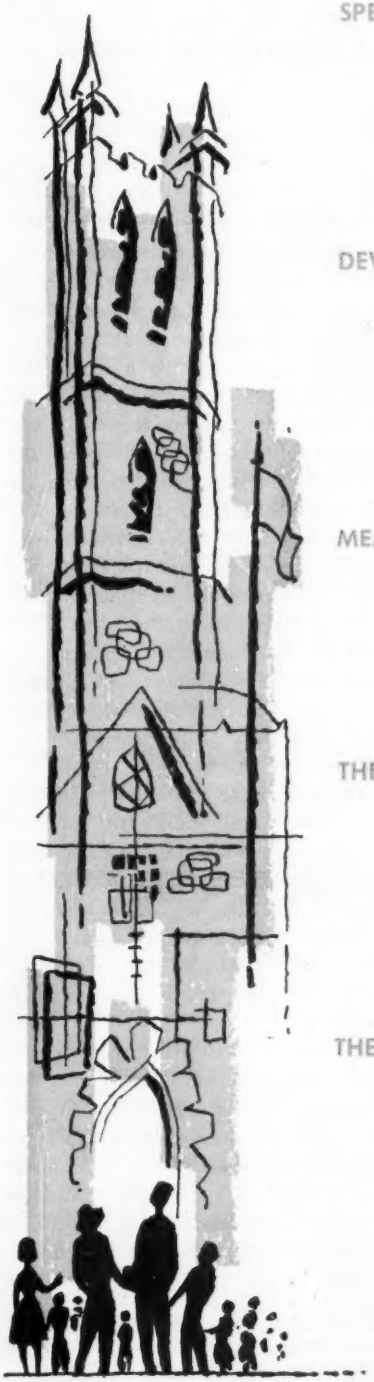

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A Science of Prison Management: Challenge to American Universities

By RICHARD H. LEACH
Duke University, Durham, N. C.

RIOTS IN STATE PRISONS have occurred with alarming frequency since 1950.[1] Already in this decade more riots have taken place than in any previous decade in American history. Violence has marked virtually every riot, and the amount of property damage has run into millions of dollars. The wave of prison revolts has shocked citizens in every state, and public officials everywhere have been pressed to find solutions to the prison problems the riots reflect.

One of the chief causes of the riots, and perhaps the root of the whole prison problem in the states, is poor prison administration. According to the American Prison Association's Committee on Riots, evidences of "prison maladministration" have existed wherever riots have taken place. "Prison riots should be looked upon as costly and dramatic symptoms of faulty prison administration."[2] Clearly, improvement in state prison administration is demanded.

Yet, perhaps no area of public concern has been so badly neglected. The staffing and management of prisons are matters of minor interest to the public and, thus, to politicians as well, and, as a result, the prison problem has traditionally been relegated to last place on the legislative agenda. Neither the American Prison Association nor the Osborne Association, the national organizations devoted specifically to prison problems, have been able, on shoe-string budgets, to do much toward securing better prison administration in the states, despite the fact that that is one of the primary goals of both organizations. With only a few exceptions, there has been no foundation support for either research or education in prison administration. Finally, prison problems have failed to attract the attention of colleges and universities. Even the few scholars who have pushed back the horizons in general penology and criminology have not done much to develop the field of prison management. Nor have colleges and universities generally turned their research eyes upon the problem or made great strides in developing in-service training programs in the area.

Unsupported by public interest, neglected by legislatures, academic institutions, and foundations, prison administration has not changed materially since the turn of the century. The advancements and improvements in public administration generally have by-passed prison administration. The several states still operate their prisons "on independent theories and with widely varying policies regarding improvements in management."[3] Occasionally some so-called "administrative reform" is made, often as a consequence of a riot or disturbance, but more often than not one set of poor administrators merely replaces another.

Prison personnel are still recruited in most states by haphazard, catch-as-catch-can methods and trained chiefly by experience on the job. The merit principle has not yet been widely incorporated into state prison systems. Political appointments are still all too common, and nowhere have the prestige, salary,[4] and promise of security attached to prison work served to attract the highest caliber men into the service.

[1] This article deals only with state prisons, although much of its content pertains quite as aptly to Federal prisons. This distinction is made because, on the one hand, no major riots have taken place in the last decade in a Federal prison as they have in state prisons and, on the other, because the U. S. Bureau of Prisons, under its present director, James V. Bennett, has been able to secure adherence to improved management techniques throughout the Federal system. The problem posed is, thus, not as acute on the Federal level, although even Mr. Bennett admits that ideal management practices are still a long way off in the Federal system.

[2] Committee on Riots of the American Prison Association, "A Statement Concerning Causes, Preventive Measures, and Methods of Controlling Prison Riots and Disturbances" (New York, 1953), p. 6.

[3] U. S. Bureau of Prisons, "The Way to Prison Work." In-Service Training Program of the Federal Prison System (Washington, D. C., 1946), vol. 1, p. 3.

[4] The median salary for prison officers across the nation is approximately $225 a month.

The Committee on Riots bluntly pointed to "sub-standard personnel" as a major administrative cause of prison riots and disturbances.[5] And, although in other areas of state and local administration much has been done in terms of in-service training with such personnel, even this recognized tool of management has been neglected in state prisons. Moreover, authority in prison administration is generally diffused. Central control of all state institutions is the exception. It is difficult in most states to pinpoint the agent or agency responsible for prison management. Often, responsibility for prison management is entrusted to the Department of Welfare or the Department of Highways, and the inevitable consequence is part-time and inadequate control. The list of deviations from generally accepted principles of public administration might be extended indefinitely.[6]

State prison administrators do not willfully maladminister their prisons, however. Most do the best they can with the available knowledge, personnel, and facilities. The real problem is that there is no generally accepted set of principles and standards in the United States by which to judge prison management. The 79th Annual Congress of Correction, sponsored by the American Prison Association in 1949, noted that there was no "authoritative standard . . . of prison administration,"[7] and there is still no authoritative standard today. The concept of prison administration as a distinct field of public management is a relatively new one, and no definitive standards have yet been developed to reflect that conception. There is no body of information available on what constitutes good prison management. The subject has been treated only indirectly, if at all. Thus, improvement in management based on the application of proven administrative techniques is, so far, impossible. Nor will principles evolved from study and research in other areas of public management suffice, for the functions and purpose of prisons are quite different from those of other public agencies.

The lack of a science of prison management is the real barrier to progress in prison management today. Such a science depends on widespread public interest in the efficient operation of state penal institutions. But the problem is acute, as the recent epidemic of riots demonstrates, and the development of public sentiment for improved prison administration promises to be a long-term undertaking. Earlier action is required.

Because the solution of the problem hinges largely upon education—the training of men, research, and the development of standards—American institutions of higher education should take the leadership in working toward the goal of improved prison management practices in the United States. Foundation support might be solicited for substantive activities and legislative contributions sought, but the colleges and universities of the nation properly ought to take the first steps. For education and research are uniquely university functions, and both should consciously be directed toward the areas of greatest public need. Certainly, prison reform is a desperate need today, and there are already signs that the nation's colleges and universities are recognizing it and preparing to assume their responsibility to meet it. As they assume it, the following courses of action might be taken.

First, an active research program directed toward the evolution of a science of prison management might be undertaken by those institutions emphasizing public administration in their research activities. Bureaus of Public Administration or their counterparts exist on virtually every state university campus in the United States and on a number of others. Their attention, and those of other research agencies with related interests, might profitably be directed toward prison problems. Indeed, the American Society for Public Administration might take up the cause and lend it its official endorsement and assistance. Within a relatively short length of time concentrated effort on the establishment of administrative standards ought to produce the principles on which good prison management can be based.

When these have been evolved, a number of institutions might give increased curricular attention to correctional administration on both the undergraduate and graduate levels. The few

[5] Committee on Riots, *loc. cit.*

[6] *Cf.*, F. E. Haynes, "The American Prison System" (New York: McGraw-Hill, 1939), *passim.*

[7] Committee on Personnel Standards and Training, American Prison Association, "In-Service Training Standards for Prison Custodial Officers" (New York, 1951), p. v.

programs now offered in the field—one at New York University's Graduate School of Public Administration and Social Service and others at the Universities of Maryland and Wisconsin and on the West Coast—can then be considerably strengthened and new and more adequate programs developed. Universal or even widespread development of curricula in prison administration probably never will be needed, since the number of prisons is small and the number of jobs limited. But perhaps the principal obstacle to future advancement will be the lack of a sufficient number of qualified persons in prison work, and only a considerable increase in curricular attention to their training will serve to remove it.

Even before the final crystallization of administrative standards for prison operation, colleges and universities might expand their in-service training facilities to assist states in better training of existing personnel. Already many universities, either through their extension divisions, subject-matter departments, or separately organized bureaus, have lent a good deal of such assistance. The Southern Police Institute of the University of Louisville and the Institute of Government of the University of North Carolina are but two examples. More assistance is needed, however, and the experience most institutions have had with in-service training programs in other areas of public service will stand them in good stead as they enter the field of prison work. Finally, individual university scholars might well devote themselves more often to the solution of the problem; much could be done in courses in sociology, psychology, political science, and public administration, and in short-term institutes and conferences for prison administrators.

Colleges and universities have here an opportunity and an obligation to exert a positive kind of leadership. As John Gillin, the eminent sociologist, once remarked, "so backward are we in our thought concerning the nature of a prison or a reformatory that we have failed to see the connection between the educational institution called a university and the correctional one called a prison or reformatory."[5] There is such a connection, however, and a strong one. If it is but made use of, the time will come soon when the flow of trained administrators and useful information from the campus to the service of prison management will be as steady as it is already in almost every other area of public service.

[5] J. L. Gillin, "Criminology and Penology" (New York: Appleton-Century, 1935), p. 304.

Theology, Science, and Philosophy in Teaching Democratic Behavior

By JOHN A. BARTKY[1]
Stanford University, Calif.

I HAVE JUST SURVIVED the big debate in New York City over the problem of teaching moral and spiritual values in the public schools. I participated in this debate and now have a sense of shame about my contribution which was prejudiced in favor of science over religion. I was no better than the rest, for I let my emotions destroy my tolerance and my convictions dictate to my intelligence. The following is by way of confessing my bigotries and suggesting a compromise.

All American citizens have a heritage of inalienable rights and solemn obligations. These combine into democratic values and must be accepted by all creeds, faiths, and beliefs who would coexist in this nation. It is undoubtedly the task of the public schools to teach behavior in line with, and confidence in, these democratic values.

The curricular question involved in the teaching of democratic values and behavior has two facets: What experiences in the practice of ethical behavior shall be provided? What general rationale should be employed to foster an ethical sense which creates sanctions for proper democratic behavior?

[1] Director, 1953-56, Public Education Association, New York City.

The first proposition has been subjected only to minor debate and is essentially a psychological problem which we shall not consider here. The second, however, has had a violent educational history and is a very controversial philosophical and social issue. Its answer shall be the subject of this discussion.

The original public schools drew generously upon Protestant religious doctrine and practice to give meaning and force to democratic behavior. The Bible was read and studied in the schools, Protestant holidays were celebrated as experiences in democracy, and the Protestant contribution to the national culture was emphasized. However, as sectarian disputes developed, it became increasingly more difficult for the public schools to continue in their Protestant orientation. In the days of Horace Mann it was a dispute between Protestant sects that forced religion out of Massachusetts schools. Elsewhere it was a four-sided fight involving Catholics, Protestants, Jews, and atheists. By the beginning of this century it had reached a point where it was extremely hazardous for the public schools to attempt to justify democratic values in the light of Protestantism.

Left without any rationale for democratic values and no sanctions to encourage conformance, the schools of this century were compelled to explain democracy in scientific terms. Science was a powerful word and many things could be justified in its name without incurring religious resistance. The religionist, along with everyone else, was in awe of science and accepted it as gospel; hence, it was easy for public schools to go scientific in a very large way. They explained American democracy as a naturalistic arrangement of social relations where revealed truth has no determining function in community life or law. They presented all truth as nothing more than popular consent and made all values relative and subject to change. They strove to prepare the child for a new society with emerging rather than absolute values. They adopted John Dewey's experimentalism and instrumentalism.

There was even a period when an education student, who did not parrot that education was a science, was denied a degree. Thanks, however, to public education, we now have an educated public which often questions the schools' philosophy and their approach to democracy. Some of this public sincerely feels that religion should be reintroduced to justify democratic morality and to insure democratic behavior; some believe that the secular school (*i.e.*, scientific educational philosophy) is desirable; and some, more sophisticated, advocate other philosophies. In the New York controversy, there were three schools of philosophy competing for the place in the school curriculum that is concerned with the teaching of democratic values: those stressing self-realization and development (Mill, Emerson, Fromm), social situation and process (Dewey, Kilpatrick), and transcendent relations (Catholic and Protestant churches).

Each of these schools of philosophy may be adjusted to support American democratic values and each suggests some sanction that would guarantee democratic behavior. The only logical compromise between them is to insist that the schools incorporate all in their curricula. Does it not give strength to democracy to show that its values may be justified in many ways? Does it not encourage tolerance, the most important of democratic values, to demonstrate that there is nothing in Protestantism, Catholicism, the Jewish religion, Humanism, or even atheism that does not support democratic ideals? The schools need not limit themselves to one religion or one science to glorify democracy; they can use all philosophies to good advantage. Perhaps it is time for the schools to predicate their teaching upon a comparative philosophy rather than emphasizing a single experimental or transcendent one.

The answer, therefore, to our second question is not likely to be found with the priests in their temples or the scientists in their laboratories. It can only be discovered by those philosophers who can be objective in their considerations. What better answers can we find to our question than those of the Catholic philosopher Jacques Maritain and the scientific philosopher Sidney Hook?

. . . it is but normal that in a democratic culture and society the diverse philosophical or religious schools of thought which in their practical conclusions agree with regard to democratic tenets and which claim to justify them, come into free competition. Let each school freely and fully assert its belief. But let no one try to impose it by force [and we might add here, "or by public education"] upon the others. The mutual tension which ensues will enrich rather than harm the common task.—JACQUES MARITAIN

. . . the underlying premises whether theological, meta-

physical, or naturalistic, from which different groups justify their common democratic beliefs and practices must not be subject to integration. It is enough, so to speak, that human beings live in accordance with democratic laws. It is foolish intolerance to make only one justification of laws legal.—SIDNEY HOOK

We do not advocate more science in the schools nor do we prescribe a regression into religion. We suggest that we need a philosophy which will point out to the child that there are many justifications for democratic values and that it is essentially democratic to tolerate and discuss all of these without prejudice.

REPORTS

SCIENCE INTEREST IS BORN

By **ROBERT M. THOMPSON**
Cohasset (Mass.) High School
and **ROBERT D. MacCURDY**
University of Florida, Gainesville

"MORE SCIENTISTS" is the cry of those concerned with our national welfare.

Our task in alleviating the shortage begins with identifying potential scientists and engineers at the earliest practicable age and stimulating, guiding, and encouraging them to the consummation of their gifts, and then providing them with an education commensurate with their high abilities. Material aids of various sorts are available to the deserving student in increasing quantities. The first phase, consisting of identification and direction, is of concern to the writers.

The writers felt that early science interest was a fundamental element of a potential scientist's aptitude and that the problem could be more thoroughly studied in a proper setting. The Massachusetts State Science Fair brought together 222 young people whose work has been of sufficiently high merit that it can be assumed they are exceptionally fine science students. In this stimulating setting the young people were carefully interviewed to discover the various aspects of the early interest in science and its influence on career choices.

What manner of science interests first occupied the minds of these youngsters? Eighteen percent of the responses cited scientific toys and kits, such as microscopes and erector, chemistry, and telegraph sets. However, the response "animals" was the one most frequently mentioned. Most of the items were of such nature as to permit the child to have a direct experience rather than one of a vicarious nature. It is therefore reasonable to assume that scientific toys, animals, photography, gardening, and the many other activities are first-hand experiences which have stimulated the young people to "learn by doing."

At what age did this first interest in science appear? Sixty-nine percent reported that they had experienced their first interest in science either by the time they had completed the sixth grade or had reached their 13th birthday.

What person had the most influence upon the interests of these young people? Thirty-three percent of the respondents were unable to attribute the generation of this interest to any particular individual. They explained the development of their interest on the basis of natural curiosity and considerable reading. The father was mentioned by 21% and the teacher by only 19%. Perhaps educators should be concerned that the profession has not wielded a greater influence. The remainder of the replies involved other relatives and friends.

Insofar as young people spend a great proportion of their time in the home, it would be folly to ignore the impact which it has had upon their lives. Items in the respondents' home environment corresponded very closely with the earliest science interests. The scientific toys claimed 29% of the replies dealing with influences of the home. Collecting animals and keeping pets stood out here as they did in responses concerning the earliest science interest. Nineteen percent of the replies involved science books and magazines. Trips to museums of science and to zoological and botanical gardens also figured rather prominently.

What was the nature of elementary school activities experienced by these youngsters? By far, most of the science activities in the elementary school have been reported as occurring in

the sixth grade. The activities most frequently mentioned included teacher demonstrations, blackboard drawings by the teacher, field trips, and science films. The subjects which the respondents recalled studying at that time consisted of astronomy, nature, and plants.

If early interest in science is to be a factor of any importance in understanding the development of a potential scientist, it would seem reasonable to expect a relationship between the early interest and the vocational choice. The replies to this question were compared with the individual's earliest interest in science. The writers considered a valid relationship to occur when the earliest interest and occupational choice were identical or when the earliest interest would logically lead to the vocational choice. For example, one respondent stated that a chemistry set was his first interest in science. This youngster is planning to be a chemical engineer. Another reported that his first interest in science was an erector set. This interest apparently led to engineering as an occupational aspiration. The data led the writers to conclude that early science interest is strongly related to career choices.

Certain generalizations have emerged from the foregoing discussion which might be of some use in considering more effective means of indentifying and developing high-calibre science ability. This study indicates that 12 years of age would afford a propitious age for the identification of many potential scientists. Failure to have exposed a child to science by his 12th year of age or the sixth grade would appear to be a deterrent to future scientific career commitments.

The true character of the earliest science interest should be ascertained with care so that an elementary school science program can be tailored to fit the interests of children rather than the reverse. Although early interests in science embrace a wide variety of subjects, it appears as though those activities which involve first-hand experiences (such as playing with scientific toys and pets) and other activities in which the child "can do things" would be the most effective means of teaching. This conclusion seems to be borne out by the fact that the earliest science interests were more closely related to home activities than to those of the school.

German and Austrian Reaction to the "Blackboard Jungle"

By JOSEPH AXELROD

San Francisco State College
Fulbright Lecturer, 1955-56, Berlin, Germany

AT A RECENT MEETING of German teachers of English in Freiburg, an unusual interest was shown in Hollywood's "Blackboard Jungle." The film had been attracting huge crowds. The teachers at Freiburg asked: "Are the young people in America really like that?" "Is that what schools in America are really like?" The same questions were put to me by more than 25 audiences, in as many German and Austrian cities, to whom I lectured in 1955-56 on educational problems. The amount of discussion everywhere about the film has been unusually great, and the nature of those discussions has been very disturbing to Americans here. Following my talk in Hof, an industrial city in Bavaria on the border of the Soviet zone, two teachers cited "Blackboard Jungle" as an authoritative source for the "facts" they presented during the discussion. A sociologist at a teachers' academy near Regensburg told me of a week-long conference on juvenile delinquency which he attended in Munich; the discussions there, he said, began with a lengthy and serious analysis of the film. In Berlin I participated with a German educator, a psychologist, and a youth leader in a round-table discussion of the film on the powerful RIAS (Radio in the American Sector) station. In Klagenfurt, Austria, near the Yugoslav border, a young teacher, who said she was sympathetic to American ideas, expressed bewilderment at this peculiar piece of "negative propaganda sent overseas by America."

The misunderstandings of the film seem to

revolve mainly around two points. A number of questioners in my audiences revealed that they had been led to believe the film is, literally, a documentary. A student teacher in Schwaebisch Gmuend said he had been told (or read somewhere) that the players in the film were not actors but real people photographed in the pursuit of their normal activities. He admitted, after questioning, recalling that Glenn Ford was, in real life, an actor and not a teacher, but he resisted the notion that the students in the film were really acting out parts in a film drama.

But even among more sophisticated filmgoers, "Blackboard Jungle" has been taken as authoritative treatment of a significant social problem in America. It has been astonishing to me to observe that among German and Austrian intellectuals, the critical apparatus, which I have seen in full use during their discussions of printed works, seems not to have made them alert enough to the fairly obvious signs of oversimplification, distortion, and other inadequacies when the film is analyzed as a sociological document.

Here lies the second large area of misunderstanding. The major theme of the film is taken everywhere in Germany and Austria to be juvenile delinquency. The seriousness of this theme is rendered even more ponderous by the German phrase, *Die Jugendkriminalitaet*. The film's German title emphasizes the gangsters-of-tomorrow theme, as though that were what the film essentially intends to portray. Its German title, "Saat der Gewalt," means "Seed of Violence"; in France, likewise, the film is entitled "Graine de Violence." One can imagine the effect of these titles on the public here, staring at them from billboards day after day.

Even U.S. State Department employees in Germany, who have not publicly discussed the film very much, as though they wisely had agreed simply to wait for that unpleasantness, too, to pass away, seem to have accepted the common view that the central figures in the film are the teen-age American delinquents.

This interpretation is untenable, since the film's development, characterizations, and emphases remain unexplainable; they do make sense, however, under another interpretation. The film makes sense neither as art nor as a sociological document, but rather as a kind of propaganda piece. As I see the film, it is dedicated to a single major purpose: the glorification of the teaching profession. It is a film about a teacher who is a real Hero.

As such, it belongs to the common Hollywood tradition of Hero films. Most American filmgoers know and understand this tradition, but I have found that most German and Austrian filmgoers do not understand it. The pattern is well known: Hero faces Obstacle; Obstacle is Evil and Dangerous; Hero meets Obstacle and Overpowers it.

If the teacher is to be portrayed as Hero, who or what should constitute the Evil Obstacle to be Overpowered? The film's answer to this question accounts for its peculiar (and easily misunderstood) but dramatically necessary exaggerations. The students had to be Bad, indeed Very Bad, if the hero was to emerge as truly Heroic. The portrayal given of them in "Blackboard Jungle" is the consequence of a dramatic necessity, and the relationship between that portrayal and the problem of juvenile delinquency in America is only secondary.

Moreover, just as a group of "real" students could not properly have served to symbolize The Obstacle, so a sequence of typical school events could hardly have served the dramatic necessities of the process of Overpowering The Obstacle. Only on this basis (assuming a serious intention) can one account for that otherwise inexplicable sequence of sensational incidents in and around the blackboard jungle, which, happily, my German and Austrian questioners supposed were not daily occurrences in American schools.

But that supposition did not remove their perplexity. For they had correctly caught the tone of serious intention in the film, and they were simply unable to reconcile that intention with what appeared to be irresponsible exaggerations and even, in their essence, falsehoods in the film. Out of this perplexity arose those persistent questions which at first sounded so naive to me: "Are American young people really that way?" "Are American schools really like that?"

A number of questioners, both German and Austrian, have asked why the American government permits the film to be shown abroad. Since the film is doing the American cause such harm, should the government not ban it?

My specific reaction to this question has taken various forms, but is based always on the position

that the American cause and the democratic philosophy would be done more harm if the American government had exerted pressure to stop showings of the film abroad. It would be inaccurate to say that this old concept seemed new to my German and Austrian listeners, but I must say that a number of them certainly seemed startled. Usually, the very next question—and I could feel it coming—would be about Clare Booth Luce and the pressures she exerted to stop the showing of "Blackboard Jungle" at the Venice Film Festival.

International Latin Congress

THE CONGRESS FOR LIVING LATIN, held at Avignon, France, September 2-6, 1956, was attended by more than 200 persons from 22 nations, including Turkey, Rumania, Finland, Syria, Venezuela, and the Union of South Africa. The idea for this gathering originated with M. Jean Capelle, former rector of the University of Nancy and now Director General of Education in French West Africa. It convened under the patronage of the National Minister of Education, the University of Aix-en-Provence, and the city of Avignon.

The reasons for the promotion of Living Latin were given most trenchantly by M. Capelle, who is also a scientist, in a paper, "Latin or Babel." Deliberately by-passing the cultural values, he stressed particularly the needs of technicians and those working in laboratories, as well as in diplomatic and commercial fields. He mentioned the barrier of language that troubles international meetings, the difficulties experienced by the most skillful translators in handling technical terms, and the impossibility of a person's commanding more than two or three languages. Acknowledging the service of Latin in the past, and later that of French, as an international language, he said that today there is no privileged international tongue and that Latin alone can fill the breach. Further, Latin is not the perquisite of an aristocratic education and, consequently, there is no reason why it should still be taught as a dead language and in a boring manner. Accordingly, the pedagogy and the texts must be completely revised and use should be made of the writers through the ages.

Prof. Jean Bayet, director, the French School at Rome, proposed that, for general use, emphasis in Latin should be on logical expression rather than on stylistic qualities. Since precision of diction and expression is, above all, necessary, complete familiarity with conjugations and declensions must be required, lest in foregoing the subtleties of the most elegant writers there be a lapse into barbarisms, bad grammar, and inexactness.

Prof. Burck, University of Kiel, called for the adoption everywhere of the "Restored Pronunciation," that generally used in the United States. Although he granted a basis of rationality to the Italian pronunciation, he felt that a standard pronunciation will go far toward restoring Latin's supranational character. He recommended reading aloud with full regard for quantities as well as pronunciation. To this end he advised the recording of passages from Cicero and the poets by "excellents récitateurs" in the correct pronunciation.

Prof. Guerino Pacitti, director, Lyceum of Spezia and of the Latin Office of the Istituto di Studi Romani at Rome, dealt with the needs and the means of introducing neologisms into the Latin vocabulary to express new ideas and to describe new things. As authorities in this field, he drew on Cicero and other ancients as well as on Renaissance and modern writers and linguists.

The fourth report, on Pedagogy, was given by the writer. Although Latin is no longer a vernacular language, it is not dead nor is any tongue in which any idea whatsoever may be expressed. Further, Latin should be taught as are modern languages, competent teachers should write and speak the language, and texts should be provided that would elicit the pupils' interest. Such texts can be drawn from good stories written in every age, suited to the pupils' age, or translated from modern stories such as Pinocchio or newly written in Latin.

Committees were chosen to formulate resolutions in each field. The committee on pronunciation proposed that the "Restored Pronunciation" be adopted. After some discussion, the resolution was substantially accepted. The committee on grammar and syntax adopted in substance Prof. Bayet's recommendations. The committee on vocabulary recommended that, when neologisms

could not be found in Latin itself, recourse should be had first to Greek, and finally a term in general use in modern tongues might be Latinized. The committee on pedagogy accepted substantially the suggestions made by the speaker.

A general resolution was adopted that in the next Congress only Latin be used, as the use of French by some was a trial to those imperfectly acquainted with that language. It was also recommended that editors of various international journals be urged to include simple Latin synopses of articles.

The next Congress will be held in Brussels in 1958 during the World's Fair. Participation of various technical and scientific groups will be invited.

GOODWIN B. BEACH
Trinity College, Hartford, Conn.

EVENTS

SOCIAL STUDIES AND FOREIGN LANGUAGES

ONE OF THE RESOLUTIONS adopted at the November, 1956, conference of the National Council for the Social Studies reads as follows: "Resolved that the content of social-studies programs be sufficiently broad and varied to provide students with a background adequate to interpret world events. To this end adequate attention should be given to the understanding of the cultures of other peoples and the role of the United States in world affairs."

This is a praiseworthy aim so far as it goes. But it does not go far enough or deep enough. An adequate understanding of foreign affairs or of other cultures requires more than a broad program of social studies: it calls for, at the very least, a knowledge of a foreign language and a foreign culture studied from original source materials. Assuming that we cannot bring about a full comprehension in the average high-school boy and girl of the intricate factors in international politics or of the bewildering complex of a civilization other than our own, there remains the need of providing a richer program for the better-than-average student. A good course in a foreign language beginning with the junior high school and properly continued in the high school will most certainly make it possible for the more scholarly senior or even junior to study international relations and a foreign culture in the language of another nation. Here is an opportunity for real integration of studies, for a genuine core curriculum, for a meaningful and mature experience.

There has been some discussion in England, of late, about the relation of foreign languages to the study of history in the secondary classes. Let us devote some of the time at educational conferences to a consideration of this question. Let us also experiment with a curricular practice which offers a substantial challenge to the above-average student and which may help raise the general level of instruction in the secondary school.—W.W.B.

FORD FOUNDATION ABSORBS F.A.E.

THE FORD FOUNDATION'S activities in the field of education and those of the Fund for the Advancement of Education were combined after Jan. 1. Clarence H. Faust, president of the fund, became a vice-president of the foundation and will continue as president of the fund during the period of expenditure of the remainder of the $25,000,000 granted to the fund by the foundation in April, 1954.

Since its creation by the foundation in April, 1951, the fund has received from the foundation some $57,000,000 for the support of experimental programs which hold promise of advancing education in American schools and colleges. The fund has worked in five areas: improving teaching through more effective utilization, recruitment, and training of teachers; clarifying the aims, functions, and relationships of schools, colleges, and universities; improving curricula; improving educational management and financing; and reducing inequalities of educational opportunity.

More than four-fifths of the foundation's expenditures, now nearing the $1,000,000,000 mark, have been invested in educational improvement, directly or indirectly. About 70% of the fund's expenditures to date has been spent on the improvement of teaching.

TEN STEPS FOR MORE SCIENTISTS

AT THE SOUTHWIDE CHEMICAL CONFERENCE, Dec. 8, 1956, held in Memphis, Tenn., by the American Chemical Society and the Instrument Society of America, Ernest L. Martin, associate professor of chemistry, University of New Mexico, in a paper prepared jointly with J. L. Riebsomer, chairman of the university's department of chemistry, suggested 10 steps for increasing the number of American scientists:

(1) Enable science teachers to obtain a "Master of Science degree in the Teaching of Science," rather than require advanced training to be in the field of education; (2) provide short courses in laboratory procedures for science teachers; (3) reduce the teaching loads of science teachers to make allowances for the additional preparation and many other related duties required of science teachers; (4) offer enlightened career counseling in junior high as well as senior high schools; (5) make available adequate supplies and equipment for science laboratories; (6) additional personnel in the State Department of Education to implement a more effective program; (7) the preparation, by specialists engaged by the State De-

partment of Education, of detailed instruction manuals for science teachers; (8) greater emphasis on mathematics in the smaller schools and, eventually, better science equipment in these schools; (9) invitations to scientists and engineers in the community to address the students; and (10) science demonstrations by high-school teachers and their students in the elementary schools.

PUNCHED-CARD RESEARCH ON JUVENILE DELINQUENCY

UNESCO—A PUNCHED CARD classification system has been compiled by the New Zealand Government's Child Welfare Division to help social workers to survey the main causes of juvenile delinquency without having to study thousands of case files. Information on the cards includes age and sex of the child, whether from a large or small family, locality of home, situation of the mother (working or at home), whether the child is still at school or has started work, details of school record, type of offense committed, etc.

A card is punched for each case brought before the Children's Court and fed into a machine which classifies it. Records already have been established for cases reviewed over the past five years. Researchers seeking statistics on a particular aspect of juvenile delinquency—*e.g.*, the effect of broken homes on leading children into trouble—merely have to operate the machine, which sorts the cards to show the number of cases attributed to this cause. The system provides social workers with easily available material on which to base their investigations and, as the card records accumulate, it will help research workers to judge where the most urgent problems exist and enable them to take positive measures to remove some of the causes of child crime.

FREEDOM PLAQUE FUND

THE FOLLOWING is a resolution by the Board of Regents, University of Wisconsin, Dec. 8, 1956:

"Sixty-two years ago upon an occasion of sharp controversy the Regents of the University declared 'it is of the utmost importance that the investigator should be absolutely free to follow the indications of truth wherever they may lead,' and that 'the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.'

"The search for truth is the central duty of the University but truth will not be found if the scholar is not free, it will not be understood if the student is not free, it will not be used if the citizen is not free. At a time when both truth and freedom are under attack the University of Wisconsin must seek the one and defend the other. It must employ with utmost energy the power of truth and freedom for the benefit of mankind.

"To symbolize these principles the Class of 1910 conceived and gave to the University for all time the tablet which for 41 years graced Bascom's walls.

"An act of vandalism has removed from the walls of Bascom Hall a plaque which proclaimed our faith and which had become a symbol of the spirit of Wisconsin. Its meaning cannot be taken from the hearts and minds of those who cherish learning.

"The numerous offers to aid us in replacing this plaque tell us of the many who share our faith. In order that all may join in this endeavor we believe that we should establish a Freedom Plaque Fund. It should be used not alone for the re-casting of this symbol of our ideals but also for the perpetuation of the principles for which it stands.

"The University will ever be dedicated to the truth and to the freedom that gives it life.

"Therefore be it resolved that the Board of Regents go on record in support of establishing a Freedom Plaque Fund."

Educational Ticker Tape . . .

(Continued from page 50)

earn their doctorates in the Institute for Israel and the Middle East, the Dropsie College. Submit applications before April 15 to the president, the Dropsie College, Broad and York Streets, Philadelphia 32, Pa. . . . **The Father Felix Varela Fellowship** for study at the University of Havana, 1957-58 academic year, is open to U. S. graduate students. Applications, which may be secured from the Institute of International Education, New York City, should be submitted prior to April 1 . . . **Yale University fees** for an undergraduate year will be increased by $200 to a total figure of $2,000.

NEW POSTS . . .

Lloyd A. Cook, former vice-president for instruction and research, appointed vice-president for graduate studies and dean, Graduate School, Wayne State University (Detroit, Mich.). Wallace Givens and Hugh L. Elsbree are the new chairmen, departments of mathematics and political science, respectively . . . **Howard E. Wilson,** secretary, Educational Policies Commission, named dean, School of Education, University of California (Los Angeles), effective in July, succeeding Edwin A. Lee, who is retiring . . . **C. Arnold Hanson,** director, Office of Resident Instruction, Cornell University's New York State School of Industrial and Labor Relations, appointed dean of the university faculty . . . **Eugene S. Wilson,** director of admissions and dean of freshmen, Amherst (Mass.) College, is now dean of admissions . . . **Frank W. Merritt,** professor of speech, appointed director, Bucknell University summer session (Lewisburg, Pa.).

Frederick W. Herron, former eastern division manager, The Macmillan Co., succeeds Arthur J. Crowley as director, Educational Department, **Reader's Digest . . . S. Roy Heath** will head the University of Pittsburgh's new Student Counseling Center that is designed to help students choose and educate themselves for the careers for which they are best suited . . . **Belle Berman** appointed

librarian, Yeshiva University's Stern College for Women (New York City) . . . **Clyde Holbrook,** chairman, department of religion, Oberlin (Ohio) College, named the first Danforth Professor of Religion under a grant of $268,750 to the college from the Danforth Foundation, St. Louis, to endow a new professorship of religion . . . **Sara R. Watson** promoted to professorship of English, Fenn College (Cleveland, Ohio) . . . **J. Chester Swanson,** superintendent of schools, Oklahoma City, appointed professor of education, School of Education, University of California (Berkeley) . . . **J. D. Fage,** chairman, department of history, University College, Gold Coast, named British Commonwealth Visiting Professor, University of Wisconsin.

C. Bradford Welles, professor of ancient history, Yale University, elected president, American Philological Association . . . **Richard B. Harwell,** head, publications division, Virginia State Library, appointed executive secretary, Association of College and Reference Libraries, division of the American Library Association . . . **Eleanor Fishburn,** managing editor, **American Red Cross Journal,** elected president, Educational Press Association . . . **J. Ollie Edmunds,** president, John B. Stetson University (DeLand, Fla.), is the new president, Association of American Colleges . . . **Alan W. Brown,** provost and professor of English, Union College (Schenectady, N. Y.), named president, Metropolitan Educational Television Association, New York City . . . **The Very Rev. James J. Shanahan, S.J.,** president, Saint Peter's College (Jersey City, N. J.), elected chairman, eastern regional unit, college and university department, National Catholic Educational Association . . . **Margaret Mary Walsh,** director of speech, Arlington High School, Poughkeepsie, N. Y., appointed co-ordinator of student teaching, College of Mount St. Vincent (New York City).

RECENT DEATHS . . .

James A. Blaisdell, 89, president emeritus, Pomona College (Claremont, Calif.), Jan. 29 . . . **Raymond B. Pinchbeck,** 56, dean, Richmond College, University of Richmond (Va.), Feb. 4 . . . **Raymond E. Kirk,** 66, dean, Graduate School, Polytechnic Institute of Brooklyn, Feb. 5.

RECENT *Publications*

The following are 1956 editions, except where indicated otherwise

ALBIG, WILLIAM. *Modern Public Opinion.* Pp. 518. McGraw-Hill Book Co., New York 36. $6.50.

The Anti-Stalin Campaign and International Communism, pp. 342; BARKER, R. E., Unesco: *Books for All: A Study of International Book Trade,* pp. 102, $3.00; EISENSTADT, A. S., *Charles McLean Andrews: A Study in American Historical Writing,* pp. 273, $5.00; GINSBERG, ELI, *et al., The Negro Potential,* pp. 144, $3.00; GRAY, WILLIAM S., Unesco: *The Teaching of Reading and Writing: An International Survey,* pp. 286; GUTZKE, MANFORD G., *John Dewey's Thought and its Implications for Christian Education,* pp. 270, $4.00; Unesco: *Study Abroad: International Handbook—Fellowships, Scholarships, Educational Exchange,* 1956-57, pp. 719, $2.00; Unesco: *Teaching Abroad,* pp. 100; Unesco: *Trade Barriers to Knowledge: A Manual of Regulations Affecting Educational, Scientific and Cultural Materials,* pp. 364, $5.00; Unesco: *Vacations Abroad: Courses, Study Tours, Work Camps,* pp. 179, $1.00; UN: *Yearbook on Human Rights for* 1953, pp. 429, $5.00. Columbia University Press, New York 27.

ASHLEY, PAUL P. *Say it Safely: Legal Limits in Journalism and Broadcasting.* Pp. 117. University of Washington Press, Seattle 5. $2.25.

BARNOUW, ERIK, *Mass Communication: Television, Radio, Film, Press,* pp. 280, $3.50; LONDON, JACK, *Martin Eden,* pp. 381, 95 cents; PARATORE, ANGELA, *English Dialogues for Foreign Students,* pp. 99, 95 cents; SHAW, BERNARD, *Selected Plays and Other Writings: Arms and the Man, Candida, Man and Superman,* pp. 374, 95 cents; WEST, RAY B., Jr., and ROBERT W. STALLMAN, *The Art of Modern Fiction,* alternate edition, pp. 463, with Teacher's Manual, pp. 120, $1.95. Rinehart and Co., New York 16.

BECK, ROBERT N., *The Meaning of Americanism,* pp. 180, $4.75; GILES, H. HARRY, *Education and Human Motivation,* pp. 108, 1957, $3.00; RICHMOND, W. KENNETH, *Education in the U.S.A.: A Comparative Study,* pp. 227, $4.50. Philosophical Library, New York 16.

BOK, BART J., and PRISCILLA F. BOK, *The Milky Way,* third edition, pp. 268, 1957, $5.50; DEAN, VERA M., *The American Student and the Non-Western World,* pp. 28, $1.50; FESTUGIERE, A. J., *Epicurus and His Gods,* translated by C. W. Chilton, pp. 100, $2.25; SCHWARTZ, HAROLD, *Samuel Gridley Howe: Social Reformer, 1801-1876,* pp. 348, $6.00; WYLIE, LAURENCE, *Village in the Vaucluse,* pp. 345, 1957, $5.50. Harvard University Press, Cambridge, Mass.

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